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ABSTRACT

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on reader response theory and related instructional strategies is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

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Learning Package #24

Reader Response Theory and Related Instructional Strategies

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OVERVIEW

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Reader Response Theory

and RELATED INSTRUCTIONAL STRATEGIES

by Norma Collins

Lecture

Transactional theory in the teaching of literature describes an event between the reader and the text. Louise Rosenblatt who has been associated with the transactional theory since her book Literature as Exploration was first published in 1938, argues that a transaction is different from an interaction. In a transaction the reader and the text are not seen as separate objects. Rather, they affect each other in equally important ways. A metaphor that was used by Annie Dillard (Probst, Journal of Reading, Jan. 1988), helps one to envision the transactional approach by visualizing a river winding its way, shaped and defined by its banks. Each works upon the other, contributing to the overall effect. Likewise, the reader and the text shape the literary text and form what goes on in a reader's mind.

Central to the transactional theory is the role of the reader. Rosenblatt argues that each reader brings an individual reading to a specific text and that the initial understanding of a work rests on the reader's previous experiences and his/her present preoccupations. In applying the transactional approach to the teaching of literature, readers (students) are invited to reflect upon

what they bring to a reading and to examine their personal reactions.

For example, when one of our instructors taught the novel, A Separate Peace, by John Knowles, she knew that a major theme of the novel was friendship. Before she passed the books out to the students, she asked them to take ten minutes and write what they brought to a story about friendship. They wrote freely about the qualities they seek in their friends, the ups and downs of friendships, the role of special friends in their lives, etc. The instructor and the students used this freewriting to open a discussion about friendship and began preparing to read the novel with a personal connection. She also asked the students to write what they expected from Knowles in a story about friendship. Again they wrote for about ten minutes identifying their expectations based on what they know about friendships. Her experience suggests that we come to texts with expectations, and the students agreed to keep a reader journal in which they would identify where in the text our expectations were aroused and fulfilled. These two preliminary writings demonstrated the active nature of reading. As the sophomores began reading the first chapter they were engaged in a transaction that credited their experiences and encouraged an active relationship with the author.

In the ERIC Digest (Number 1, 1988), included in the learning package, Robert Probst summarizes seven principles of instruction that are embedded in the transactional theory:

1. **Invite response**. Let students know that their responses are valid and will be respected; they are important starting points for discussion and writing.
2. **Give ideas time to crystallize**. Reflection is necessary for learning to occur. Encourage students to think about their responses as they enter comments, questions, quotations, etc. from their reading into some kind of reading journal or notebook, and ask them to look for insights into their own reading and thinking processes and the process of reflection itself.
3. **Find points of contact among students**. Different interpretations invite dialogue, inquiry, examination of personal reactions. Use this as an opportunity to promote communication through the different points of view that are expressed.
4. **Open up the discussion to the topics of self, text, and others**. The transactional theory includes the on-going relationship among all three. Like the river winding through its banks, each is shaped in the "winding" process.
5. **Let the discussion build**. The best thing that can happen is that students may/will change their minds. After

comparing their own thinking with peers and the teacher, they have a chance to see that there are often multiple interpretations and that some are more defensible than others. As they argue (examine?) their own responses in light of others, their initial reactions may be refined or even rejected.

6. **Look back to other texts, other discussions, other experiences**. The goal in the transactional approach is to acknowledge what is known and associated with a piece of reading and to credit that as well as find a place for the new material that is being presented.

7. **Look for the next step**. Looking ahead in a text or in a discussion is a way of sustaining the topic. In writing classes, I always end a student conference by asking, "What will you do next?" The answer or speculative response moves the writer (reader) along and helps her/him to see what is being written or read in the context of what will follow.

As you can see, in the transactional approach to reading, reading is viewed as an action, or as Rosenblatt says, an event. This is quite different from the view of the reader as an "empty receptacle" waiting to be filled. The transactional approach places the responsibility, or at least an equal amount of it, on the student to participate in getting something out of a text.

Another feature of the transactional approach as explained by Rosenblatt in her third book, The Reader, The Text, and The Poem (1978), is the idea that readers do different things with different kinds of texts. Even though all acts of reading require the reader to draw upon past experiences to construct meaning from the words on a page, readers generally need different things from different texts.

Thus, the reader approaches a novel to be read leisurely over the weekend differently than the biology chapter he will be having a quiz over on Friday. Rosenblatt uses the words "efferent reading" and "aesthetic reading" to identify the different purposes readers have when they confront a text.

In reading a history book or lab report, the student generally responds to the printed words with the goal of retaining concepts or important points that are being made. The reader needs to carry information away from the text (efferent reading). When you read the manual to find out how to hook up the VCR or repair something, or try a new recipe, you are concerned with extracting "something" from the text. On the other hand, when one of your students checks out Black Beauty from the library, she/he will not approach the book with a yellow highlighter in hand. The student will not be reading to prepare for a quiz, recall the exact words of a character, or outline the chapters. His/her purpose in reading is what Rosenblatt calls "aesthetic." The focus

is on the experience of reading. The student is open to the emotional and the intellectual experiences that are offered. He/she may connect with the story through his/her own experiences, memories, and relationships. He/she is not preparing for another experience, but rather the act of reading is a powerful experience in and of itself.

Another point that is inherent in the transactional approach to reading is that a reading "event" is time/place/and reader specific. If any one of these variables is changed, the transaction that occurs is also changed. It becomes a new and different event. For example, your reactions are probably very different today as you re-read a classic with your students than they were when you first read that book at your students' age. You and your students react differently because you both bring to the text different past experiences and present personalities. A transaction exists whenever there is a coming together of a human being and a book.

There's an article in your package by William Brozo, entitled "Applying a Reader Response Heuristic to Expository Text." "Reader-response" is sometimes used synonomously with "transactional theory." In its purist form, reader response theory has been applied to teaching literature. Brozo has applied the theory to his history class. Because subject area teachers use textbooks generally to structure the course they are teaching, the

textbook is central to obtaining information about pertinent topics. The goal is comprehension, or some reasonable understanding of the material presented. Brozo builds his rationale for a reader-response approach in his classroom on the premise that his students need to explore connections between what they already know and the new material they are confronting. He uses the response heuristic to ask students to do three things:

1. Readers are asked to write first what they perceive in the text. (What does the text say?)
2. Readers are asked what they feel about what they perceive the text to say.
3. Readers are asked what associations from previous reading, experiences, conversations, etc. follow from that perception.

Brozo has extended Rosenblatt's theory of literature to expository texts. He contends that reading in a subject area is also an act of constructing meaning. He acknowledges that prior knowledge about the subject, personal attitudes toward the subject, personal interests and background experiences will determine how his students will construct meaning from the text. This is an underlying assumption upon which he has based his decision to apply the reader response theory. As you determine whether or not you embrace this assumption, there is a second assumption that must be examined as well. This is also

demonstrated by Brozo. Proponents of the reader response theory appreciate writing as a tool for learning. The history lesson about current affairs in South Africa is presented in a classroom that connects reading and writing and values the reciprocal relationship that exists between the two. In a workshop setting, students in the history class developed essays that were substantiated by the text, but were driven by personal interest. In the context of discussing current events, sharing responses to the text, and recording personal entries in learning logs, students used the language processes of reading, writing, speaking, and listening to enhance their learning.

Students in a reader-response based classroom are engaged in three activities:

1. They are reading a text.
2. They are writing their response to what they read in some kind of format (list of questions, a short narrative, notes to themselves, topics to bring up for discussion, etc.).
3. They are reflecting about what they read through writing about it and talking about it.

Through this action, students are engaged in what we call "schema building." The students are using the writing procedure as a memory probe. The act of responding is a discovery procedure that encourages readers to recall previous reading, experiences, and activities which relate to the topic at hand. What

is recalled is imposed upon the new material. Schema theory involves the activation of stored information from an existing category of personal knowledge as well as the formation of new categories. As learners, we are continually accommodating and/or assimilating new information. Reader response invites the activation of the reader's stored knowledge. It is through recalling previous experiences and bits of information that we begin to connect new information to what is already known. Presumably, students will increase their store of knowledge and enhance their ability to interact successfully with the wide variety of text they encounter daily.

There are materials in the learning package that explain schema theory more thoroughly, as well as suggestions for thinking about the topic of reader response in a number of different settings.

We look forward to your reactions to these materials and will gladly answer any questions that we can concerning your interaction with the Learning Package. Thank you.

Definitions

Reader Response Theory -- also called Transactional Theory or Literary Theory when it is presented in its purest form. In its purest form, this theory has traditionally been applied to the teaching of literature. The theory rests on the premise that a text is merely print on a page until a reader infuses meaning into it. Meaning is the net effect of the reader's previous experiences, present preoccupations, and the evocation of these stirred up by the text. The audio tape begins with a discussion of this which should clarify the definition.

Text -- according to the Reader Response Theory is ink on paper until a reader comes along.

Poem -- a general term that is used by Louise Rosenblatt (frequently associated with the Reader Response Theory), who defines "poem" as any literary work, a story, a play, a poem, which happens when a text is brought into a reader's mind and evokes personal meaning for the reader.

Expository texts -- a term used in an article in your package by William Brozo to refer to texts other than traditional works of literature. Brozo shows how to apply the Reader Response Theory to a history text and demonstrates ways that the theory can be applied to a wide range of informational texts.

Heuristic -- also used by Brozo, is an invention strategy. Brozo contends that Reader Response Theory can be used as a

discovery procedure in a content area classroom. A heuristic serves as a memory probe; a tool for exploration and reflection.

Schema Theory -- involves how learners process information. When learners connect new information to an existing category of information, the category is refined/enlarged. If there is no existing category to handle new information, an additional category is formed. Schema theory involves the activation of stored information from the brain and the filing of new information as learners assimilate and accommodate the material they confront. This is discussed on the tape, and a summary of Schema Theory is included in the learning package. (See ERIC Digest Nov. 1988)

The underlying point of reader response theory is that students are actively involved in the process of learning. The theoretical viewpoint of reader response theory rests upon a constructive definition of reading. The process of reading is seen as an act of constructing meaning. This is discussed in the article by Tierney and Pearson in your package.

ERIC® CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS

April 1989 DIGEST

Teaching Poetry

Generating genuine, meaningful responses

by Charlie Frankenbach

Charles R. Duke (1984) has noted, "English teachers have given some attention to aesthetic reading, usually terming it the development of literary appreciation, but many of the classroom practices used to foster that appreciation have been counterproductive." Instruction on comprehending and appreciating poetry has especially been regarded as ineffective. Either because of a lack of appreciation for their students' abilities to study poetry or because of well-intentioned enthusiasm to show students the wonders of the form, many teachers have force-fed "meanings" to puzzled students or have taught poetry by way of dissecting poetic techniques—here is a symbol, here is a metaphor, and so on.

The literature in the ERIC database, however, offers many ideas on useful, more productive approaches to the study of poetry as the several samples discussed here illustrate.

Letting poetry serve each reader

In an article focused on all literature, not just poetry, Bryant Fillion (1981) argues that a teaching approach that promotes student inquiry is one way to sharpen the three abilities he sees as essential to a student's "capacity to read and derive benefit from literature." These abilities are aesthetic reading (when attention is focused on what happens during the reading rather than on what remains afterwards), reflecting, and problem finding (p.40).

Fillion urges that students be provided with opportunities to identify a poem's relevance to their lives. He suggests encouraging the student to generate his or her own questions about the text and points out how this supports an inquiry approach in the classroom.

For instance, Fillion suggests that English courses or units of study could be organized around particular kinds of inquiry instead of around a literary genre or the themes of particular pieces. He would encourage young readers to develop a literal comprehension of a poem by asking, "What does this say?" With selections likely to provoke varied student interpretations, students should ask "What does this mean?" The question "What does it matter?" is appropriate in studying selections that deal with concerns apt to be of keen interest to adolescents (p.44). Such questions, Fillion asserts, allows students "to examine and develop strategies" while pursuing these and other central questions, such as "How should this be read?" and "What is there to say about the character development in this piece?" (p.44)

Encouraging poetry reading as inquiry

Duke (1984) also discusses the need for an inquiry approach to reading, enjoying, and understanding poetry and echoes Fillion's emphasis on encouraging problem-solving and reflection. Duke stresses the danger of teachers championing the beauty and fruitfulness of a poetic reading experience while relying on a teacher-centered question and answer period: "...if we do not also provide equal time for students to enjoy, contemplate, and relive the experience of reading a text, we may be sending a contradictory message about what the purpose of literature study is." (p.3)

It is interesting to weigh this perspective when examining sources in the ERIC database related to the teaching of poetry writing (Morgan, 1989). Frequently an emphasis on form or other techniques that have become counterproductive in teaching the reading of poetry provide successful frameworks for teaching the writing of poetry.

The strength of Duke's article is a detailed description of an exercise with Robert Frost's "Storm Fear" that puts the inquiry approach into action. The first steps emphasize reflection, as students recall their own experiences in storms and express their recollections in class periods dedicated to free writing. Then, as vividly as they can, students condense the description of a storm into two sentences, which also must indicate their reaction s to it. Next students compare and contrast their sentences with the first two sentences of Frost's poem and write summaries of the similarities and differences between their lives and Frost's in terms of emotions, descriptive detail, voice, and style.

This first immersion in the poem is followed by group discussions which allow the students to question each other's summaries and, later, to continue analyzing the poem itself. A final writing project re-emphasizes reflection by allowing students to write on another subject.

Using poetry to develop critical readers

The usefulness of poetry in teaching elementary and secondary school children to deal with propaganda is proposed by Fehl L. Shirley (1983). In contrast to both Fillion and Duke, Shirley, who offers only general teaching suggestions, places little emphasis on the life-enriching quality of poetry. Rather Shirley sees the study of poetry as one stage of the process of sharpening thinking skills that are important in responding to various types of advertising. Poetry, Shirley asserts, helps students recognize the function of connotation, denotation, symbolism, and imagery. Knowledge of these techniques, Shirley argues, is integrally related to critical thinking, and students can use this knowledge effectively in confronting the "language of commercial and political persuaders." (p.1)

Francis Kazemek's work on the usefulness of studying poetry balances an intense appreciation for poetry with an informative, practical outlook both on how to present poetry in the classroom and on how such study can benefit students. In one of his papers on poetry and adult literacy (1985), Kazemek argues convincingly that adult literacy training should begin with the reading of poetry and other more expressive text. This argument is founded on Kazemek's contention that 1) literacy is not a process that can develop over a short period of time, and 2) such an assumption sets adult students up for disappointment. Thus Kazemek questions a traditional approach to adult literacy training that reduces reading comprehension and instruction to a focus on certain types of surface language conventions in a very restricted range of situations. The resulting "survival" literacy training (p.333), he argues, is short sighted.

The ambiguity of much poetry invites adult students to explore language "in a non-threatening manner," Kazemek ar-

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gues, because it invites unique explications rather than find
right answer. After immersion in the "compressed and sym
world-inside-lyric poems," students "have been better ab
move out from poetry to other functions of reading and w
ing." (pp.334-335) Like Fillion and Duke, Kazemek underso
the necessity of promoting group discussion and question
and reflecting by students.

Using poetry with adult readers

In a later paper, Kazemek and Rigg (1986) suggest pre
uisites for using poetry in teaching adult learners and rec
mend four specific poets whose works can be effectively use
such instruction: Carl Sandburg, Lucille Clifton, Lang
Hughes, and William Carlos Williams. Kazemek and Rigg
that these poets provide adult literacy teachers with a wealt
useful material because many of their poems are brief,
relevant to adult life, and are written in recognizable languag
often in the vernacular.

Kazemek and Rigg strongly recommend reading po
aloud, rereading it, and discussing it. These activities, they n
give life to the poetry, reveal the many worlds within a p
and allow students to judge their own interpretations aga
those of other students. Such poetry study, Kazemek and R
found, provides students with a smooth, rewarding entra
into the world of reading and it is simply "more fun" than
materials usually used in adult classes (p.225).

In still another article, Kazemek (1987) continues his a
ment regarding the need for learners to have more purpos
encounters with literature. In this spirited paper, he d
criticizes educational practice that belittles the role of imagina
by concentrating on the development of quantifiable s
Kazemek takes successful swipes at "arid," "archaic" Englis
struction that "flies in the face of decades of research" by di
ing "language and literature learning through formul
phrases, pinned and wriggling on the classroom walls." (
He peppers his paper with snatches of Williams' poetry
warns that the contemporary view that imagination is su
fluous will eventually retard the human ability to imagine
possibilities of transforming, of recreating, social realities." (p.

Using poetry to train law students

Gopen (1984) argues that the study of poetry is the
suitable preparation for the study of law. His intriguing st
hinges on four central points:

1) No other discipline so closely replicates the central que
asked in the study of legal thinking: "Here is the text; in
many ways can it have meaning?"
2) No other discipline communicates as well that words ar
often *fungible* – a legal term that suggests here that word
often irreplaceable or at least cannot be replaced by s
nyms without changing the shade of meaning.
3) No other discipline concentrates as much on the effects o
ambiguity of individual words and phrases.
4) No other discipline concentrates as much on a concept
might be called "textuality" – a focus that leads to very c
careful reading that considers writer/author intent. (p.33

The study of poetry, Gopen believes, "free[s] the mind t
cept the approach of reasoning that law schools try to te
(p.334) Law students must know how "to analyze languag
recognize ambiguity, and to develop consistency in interp
tion" (p.337); and, Gopen points out, the study of poetry
help students sharpen these types of skills: "To understan
law is to understand the possibilities of texts, and that is prec
the province of the study of poetry." (p.347)

Gopen presents a convincing case, drawing on his exte
knowledge of both poetry and the law; he intertwines comm
in Keats, Blake, and Shakespeare with legal case histories. I
dition to its novel approach, this article is also a helpful resource for exercises to be used with Shakespeare's well-known Sonnet "Farmer Blake's London" – exercises that in their investigation of ambiguity and context resemble the inquiry approach favored by Fillion and Duke. And as Shirley does, Gopen – for all the obvious delight he takes in poetry – de-emphasizes the personally enriching quality of the poetic experience in his quest to defend more practical reasons for studying poetry.

In varying degrees, these articles all promote instruction that places responses to poetry within the control of students, who are apt to shy further away from poetry under teachers who lecture, quiz, and dictate a poem's meaning and significance.

Another consistent feature of these articles is the lack of substantial evidence of the effectiveness of poetry in sharpening reading and thinking skills. Authors such as Duke, Fillion, Kazemek, and Gopen report some success with their approaches. But as Fillion points out, "...although [these skills] may be observed indirectly, in their use these abilities are not quantifiable. We can assess their development, but we cannot measure them with precision." (p.40) Indeed, what these articles call for is a "leap of faith," if you will, on the part of teachers willing to try, observe, and judge for themselves the possible effectiveness of such approaches.

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ERIC® CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS

November 1989 DIGEST

Schema Activation, Construction, and Application

by Marino C. Alvarez and Victoria J. Risko

Readers rely on their prior knowledge and world experience when trying to comprehend a text. It is this organized knowledge that is accessed during reading that is referred to as schema (plural schemata). Readers make use of their schema when they can relate what they already know about a topic to the facts and ideas appearing in a text. The richer the schema is for a given topic the better a reader will understand the topic.

Schema theorists have advanced our understanding of reading comprehension by describing how prior knowledge can enhance a reader's interaction with the text. Accordingly, comprehension occurs when a reader is able to use prior knowledge and experience to interpret an author's message (Bransford, 1985; Norris & Phillips, 1987). Educators and researchers have suggested numerous instructional strategies to help students activate and use prior knowledge to aid comprehension. Yet, schema theory does not explain how readers modify and create new schema when presented with novel information in texts.

Schema Activation:

Because texts are never completely explicit, the reader must rely on preexisting schemata to provide plausible interpretations. Yet, there is much evidence that good and poor readers do not always use schemata appropriately or are unaware of whether the information they are reading is consistent with their existing knowledge. Also, there is evidence that students who do not spontaneously use schemata as they read will engage them if given explicit instructions prior to reading (e.g., Bransford, 1979).

Prereading strategies have been developed to help students relate new information appearing in written discourse to their existing knowledge. The design of many of these preorganizers reflects Ausubel's (1959) definition of readiness and the purpose of their use is to create a mind set prior to reading. These preorganizers have included advance organizers (Ausubel, 1960), structured overviews or graphic organizers (Alvermann, 1981), previews (Graves, *et al.*, 1983), concept maps (Novak & Gowin, 1984), and thematic organizers (Alvarez, 1980, 1983; Alvarez & Risko, 1989; Risko & Alvarez, 1986).

Schema Construction and Application:

Learning novel concepts may require the reader to connect new information to a congruent mental model. Mental models represent an individual's construal of existing knowledge and/or new information in the domain even though this information may be fragmentary, inaccurate, or inconsistent (Gentner & Gentner, 1983). A person's mental model is a representation of a particular belief based on existing knowledge of a physical system or a semantic representation depicted in a text. For example, a person may hold a belief that balls are round, inflatable and are made to bounce. However, this person may encounter a football (an ellipsoid) that is kicked or thrown, or ball bearings that are solid, or a bowling ball that is solid and has holes drilled into it for the purpose of rolling rather than bouncing. This new knowledge is integrated into a new, more complex, mental structure about the shape, substance, form, and function of balls.

As Bransford (1985) points out, schema activation and schema construction are two different problems. While it is possible to activate existing schemata with a given topic, it does not necessarily follow that a learner can use this activated knowledge to develop new knowledge and skills. Problem solving lessons and activities can provide learners with situations that aid in schema construction which includes critical thinking. Critical thinking theory enables a reader to analyze an ambiguous text. When versed in this process, a reader can either weigh alternative interpretations, dismiss others, make a decision to evaluate multiple possibilities, or accept the information as being reasonable. This process helps students to modify or extend their mental model, or existing knowledge base, for target concepts.

Several teacher-directed and self-initiated activities can be used to promote schema construction and application of knowledge to novel situations. Four such strategies that are designed to foster shared meaning between and among teachers and peers are: cases, interactive videodiscs, hierarchical concept maps, and Vee diagrams.

Cases that present learners with single and varied contexts across disciplines provide learners with scenarios that can be discussed and analyzed from multiple perspectives (e.g., see Christensen, 1987; Spiro, *et al.*, 1987). These cases can include written documents, recorded (musical as well as narrative) interludes, paintings, artifacts, video portrayals, and other pertinent substances and materials. Another teacher-directed strategy is the use of interactive videodiscs. Bransford and his colleagues are developing episodes, revolving around problem-oriented learning environments, that can be computer-accessed by learners to invite critical thinking and schema construction (see Bransford, *et al.*, 1989; Bransford, *et al.*, in press).

Hierarchical concept maps and Vee diagrams are two methods that students can initiate on their own for schema construction and application. Hierarchical concept maps (Novak & Gowin, 1984) are designed to help the reader clarify ambiguities of a text while simultaneously revealing any misconceptions that result from a reading. More importantly they provide the learner with a tool from which

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to initiate ideas that can be shared by visual inspection with someone else. The Vee diagram (Gowin, 1981/1987) is a method by which a learner can learn about the structure of knowledge and knowledge-making within a given discipline and use this knowledge in novel contexts.

Students can be taught to incorporate new information into their existing world knowledge. This can be accomplished through teacher guided instruction and self-initiated strategies that includes methods and meaningful materials that induce critical thinking with conceptual problems. In order for schema construction to occur, a framework needs to be provided that helps readers to elaborate upon new facts and ideas and to clarify their significance or relevance. Students need to learn more about themselves as learners. Notable in this learning context is the relationship between facts and ideas learned in formal school settings and those encountered in everyday learning environments. Perhaps within this inquiry we will be led to discover the ways individuals choose to relate new information to existing schemata and how this new information influences their future knowledge and decision-making.

Additional material on schemata can be found in the ERIC database. Some recent articles are:

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

BEST COPY AVAILABLE

Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ306611
AU: Adams,-Peter
TI: I Wanted to Set Them an Essay.
PY: 1984
JN: English-in-Australia; n68 p37-50 Jun 1984
DE: Aesthetic-Values; Essays-; Novels-; Secondary-Education
DE: *Creative-Expression; *Literature-Appreciation;
*Reader-Response; *Student-Reaction; *Writing-Composition
AB: Emphasizes the importance of having students write "artistic" responses to literature, thereby revealing what meaning the literary work has for them. (HOD)

AN: EJ350563
AU: Allington,-Richard-L.; And-Others
TI: Jeremy, Remedial Reading and Subject Area Classes.
PY: 1987
JN: Journal-of-Reading; v30 n7 p643-45 Apr 1987
AV: UMI
NT: Thematic issue: Making Readers Independent.
DE: Educational-Improvement; Needs-Assessment;
Secondary-Education; Vocabulary-Development
DE: *Content-Area-Reading; *Core-Curriculum;
*Instructional-Effectiveness; *Program-Content;
*Reading-Strategies; *Remedial-Reading
AB: Argues that remedial reading programs should be included in the core curriculum where it can support and expand subject area learning. (NKA)

AN: EJ325214
AU: Bean,-Thomas-W.
TI: Analogical Study Guides: Improving Comprehension in Science.
PY: 1985
JN: Journal-of-Reading; v29 n3 p246-50 Dec 1985
AV: UMI
DE: Cognitive-Processes; Educational-Theories;
Schemata-Cognition; Science-Instruction; Secondary-Education;
Study-Guides
DE: *Abstract-Reasoning; *Biology-; *Content-Area-Reading;
*Prior-Learning; *Reading-Comprehension; *Teaching-Methods
AB: Describes a schema-theoretic view of how analogies enhance students' prior knowledge; reviews some of the recent studies using analogies to assist students' comprehension of science text; and illustrates the use of an analogical study guide in biology. (HOD)

AN: ED221837
AU: Berger,-Allen, Ed.; Robinson,-H.-Alan, Ed.
TI: Secondary School Reading: What Research Reveals for Classroom Practice.

CS: ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Illinois Univ., Urbana. Dept. of Educational Psychology.; National Council of Teachers of English, Urbana, Ill.
PY: 1982
AV: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 42958, $9.50 member, $10.75 non-member).
NT: 205 p.
PR: EDRS Price - MF01/PC09 Plus Postage.
DE: Classroom-Techniques; Computer-Literacy; Literature-; Literature-Appreciation; Literature-Reviews; Reading-Achievement; Remedial-Instruction; Secondary-Education; Sociolinguistics-; Teaching-Methods
DE: *Learning-Processes; *Reading-Instruction; *Reading-Programs; *Reading-Research; *Remedial-Reading
AB: Intended to help the secondary school classroom teacher make use of some of the current research related to reading instruction, this book contains reviews of the literature on the various aspects of secondary school reading. Each of the 12 chapters begins with an introduction to set the stage and ends with a conclusion to put the ideas into perspective--frequently classroom applications. The areas covered in the chapters are as follows: (1) reading achievement, (2) contexts of reading, (3) the reading process, (4) readers' strategies, (5) instructional strategies, (6) the nature and structure of text, (7) learning from text, (8) responses to literature, (9) responses to exposition, (10) organization and management of reading programs, (11) specialized services, and (12) computer literacy. The volume concludes with an epilogue on the new student, new teachers, and new demands in reading instruction. (HTH)

AN: EJ378630
AU: Brozo,-William-G.
TI: Applying the Reader Response Heuristic to Expository Text.
PY: 1988
JN: Journal-of-Reading; v32 n2 p140-45 Nov 1988
AV: UMI
DE: Expository-Writing; Heuristics-; Secondary-Education; Student-Writing-Models; Writing-Instruction
DE: *Content-Area-Reading; *Reader-Response; *Reader-Text-Relationship
AB: Describes a reader response heuristic which approaches expository texts on a feeling and experiential level. Focuses on the work of one student writer to show how the student's interpretations of a text on Arab-Israeli relations was mediated by the student's feelings and experiences. (MM)

AN: EJ365868
AU: Carnes,-E.-Jane

TI: Teaching Content Area Reading through Nonfiction Book Writing.
PY: 1988
JN: Journal-of-Reading; v31 n4 p354-60 Jan 1988
AV: UMI
DE: Independent-Reading; Junior-High-Schools; Reading-Research; Reading-Writing-Relationship; Secondary-Education; Student-Research; Teaching-Methods; Units-of-Study
DE: *Content-Area-Reading; *Content-Area-Writing; *Nonfiction-; *Reading-Instruction; *Reading-Strategies; *Writing-for-Publication
AB: Describes a teaching unit for junior high school content area classes that is intended to provide students with effective strategies for reading nonfiction. The unit involves independent reading, research, and writing activities which culminate in the publication of student-written nonfiction books on topics of the student's choice. (SKC)

AN: ED263535
AU: Chase,-Nancy-D.
TI: Reader Response Techniques for Teaching Secondary and Post-Secondary Reading. College Reading and Learning Assistance Technical Report 85-07.
CS: Georgia State Univ., Atlanta. Div. of Developmental Studies.
PY: 1985
NT: 12 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Adults-; Comparative-Analysis; Critical-Thinking; Peer-Evaluation; Postsecondary-Education; Prior-Learning; Reader-Text-Relationship; Reading-Processes; Schemata-Cognition; Secondary-Education; Theory-Practice-Relationship
DE: *Critical-Reading; *Reader-Response; *Reading-Instruction; *Teaching-Methods
AB: This paper describes a five-step technique for secondary and postsecondary reading instruction, compatible with reader response theory, and addressing the need for academically underprepared students to experience the validation of their personal responses to texts. The first step involves identifying prior knowledge and opinions before reading the text and listing remembered information and reactions after reading the text. The second step involves the organization and synthesis of the lists generated in the identification stage. Students corroborate their individual reactions in small peer groups, outlining or mapping key issues and supporting ideas. The third step involves expressing, in which students consolidate the views of their peers with their own views by sharing their maps or outlines, or exchanging for critique two-page response papers. The fourth step involves analyzing, as the teacher fills in the "gaps" of information or logic by providing, for example, the socio-historical context in which the text was written, or providing similar works by other authors for comparison and

contrast. In the final step, evaluating, students react to the global issues and hypothetical situations originally discussed in prereading activities in light of their experience with the text. They evaluate their previous beliefs and opinions, and infer how the author and others in differing interpretive communities would react to these issues and situations. (HTH)

AN: EJ348957
AU: Chase,-Nancy-D.; Hynd,-Cynthia-R.
TI: Reader Response: An Alternative Way to Teach Students to Think about Text.
PY: 1987
JN: Journal-of-Reading; v30 n6 p530-40 Mar 1987
AV: UMI
DE: Discussion-Teaching-Technique; Reading-Comprehension; Reading-Skills; Schemata-Cognition; Secondary-Education; Teaching-Methods
DE: *Educational-Theories; *Reader-Response; *Reader-Text-Relationship; *Reading-Instruction; *Reading-Processes; *Reading-Writing-Relationship
AB: Describes the fundamentals of reader response theory, focuses on the aspects most relevant to reading instruction, and presents a method of teaching using reader response as a vehicle for improving student ability to learn from text. (NKA)

AN: EJ326451
AU: Conner,-John-W.; And-Others
TI: 1985 Books for Young Adults Poll.
PY: 1985
JN: English-Journal; v74 n8 p54-58 Dec 1985
AV: UMI
DE: Educational-Research; Individualized-Reading; Reading-Attitudes; Reading-Material-Selection; Secondary-Education
DE: *Adolescent-Literature; *Literature-Appreciation; *Reading-Interests; *Reading-Materials; *Recreational-Reading; *Student-Attitudes
AB: Presents the annual list of reading choices of approximately 350 tenth through twelfth graders from among newly published books. Shows that the most popular category for reading was contemporary realism. (EL)

AN: ED243142
AU: Duke,-Charles-R.
TI: The Role of Reflection, Problem-Solving and Discussion in the Teaching of Literature.
PY: 1984
NT: 10 p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus,

OH, April 12-14, 1984).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: English-Instruction; Inquiry-; Poetry-; Questioning-Techniques; Reading-Comprehension; Secondary-Education
DE: *Discussion-Teaching-Technique; *Literature-Appreciation; *Problem-Solving; *Teacher-Role; *Teaching-Methods
AB: English teachers have given some attention to aesthetic reading, usually terming it the development of literary appreciation, but many of the classroom practices used to foster that appreciation have been counterproductive. One consideration in developing aesthetic reading has to do with the means for promoting reflection in readers. That is, their willingness to contemplate what they are about to read or what they have read and its effect on them. Another consideration in helping students with their aesthetic reading of literature is developing their ability to engage in questioning and problem solving. Good readers distinguish themselves from weaker readers through the ability to ask questions and search for answers that promote greater comprehension of the text and of the reading experience that accompanied it. Therefore, teachers need to create situations that provoke students into asking questions of their own in order to arrive at solutions that satisfy them. Reflection and problem solving promote the reading of literature based on an inquiry mode, in which shared discussion plays a major role. To introduce this approach into the classroom, teachers need to focus the attention of students on actual inquiry and response and to provide opportunities for frequent practice in the process. (The paper concludes with a sequence of activities connected with the reading of Robert Frost's "Storm Fear" that shows how such an approach might be introduced.) (HOD)

AN: EJ339910
AU: Duke,-Leona-R.
TI: Teaching the Accepted Methods of Your Profession: The Teacher as Risk Taker.
PY: 1986
JN: English-Journal; v75 n5 p53-55 Sep 1986
AV: UMI
DE: Educational-Philosophy; Expository-Writing; Secondary-Education; Student-School-Relationship; Teacher-Administrator-Relationship; Teacher-Student-Relationship
DE: *Censorship-; *Creative-Thinking; *Critical-Thinking; *Reader-Response; *Risk-; *Teaching-Methods
AB: Criticizes school policies that hamper teachers' use of new methods such as journal writing and reader response to literature because these methods have caused criticism of teachers and school administrators. Concludes that students have a right to ideas, good teaching, sharing, mistakes, and trust. (SRT)

AN: EJ355402
AU: Fynes-Clinton,-Michael; Mills,-Perry
TI: From a Teacher's Notebook--20: Making the Work Their Own: Responses and Ways In.
PY: 1987
JN: Use-of-English; v38 n3 p14-19 Sum 1987
DE: Literary-Criticism; Reader-Text-Relationship; Secondary-Education
DE: *Drama-; *English-Instruction; *Poetry-; *Reader-Response; *Teaching-Methods
AB: Discusses ways to teach modern plays and poetry, using a reader response approach that makes the works more accessible to students. (HTH)

AN: ED249466
AU: Hall,-Cherlyn
TI: Reading in Secondary Mathematics: Problems, Suggestions, Sources.
PY: 1984
NT: 121 p.; Master's Thesis, William and Mary University.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Learning-Activities; Mathematics-Teachers; Readability-; Secondary-Education
DE: *Content-Area-Reading; *Mathematical-Vocabulary; *Mathematics-Instruction; *Reading-Difficulties; *Reading-Skills; *Reading-Strategies
AB: Intended to provide guidance for secondary school mathematics teachers who desire to maximize the reading abilities of their students and thus maximize students' performance, this report attempts to make the secondary school teacher aware of some of the difficulties encountered in reading mathematics and offers some techniques, activities, and strategies to overcome these difficulties. The content is divided into five categories or factors that contribute to problems in reading mathematics: the language of mathematics, mathematical vocabulary and symbols, word problems, mathematical reading skills, and readability of mathematics textbooks. Each section includes a discussion of the reading problems, suggestions for overcoming difficulties in reading mathematics, and an annotated list of resources. (HOD)

AN: EJ348961
AU: Holbrook,-Hilary-Taylor
TI: ERIC/RCS: Reader Response in the Classroom.
PY: 1987
JN: Journal-of-Reading; v30 n6 p556-59 Mar 1987
AV: UMI
DE: Critical-Reading; Discussion-Teaching-Technique; English-Curriculum; Literature-Appreciation; Reading-Comprehension; Reading-Strategies; Secondary-Education
DE: *Literary-Criticism; *Reader-Response;

*Reader-Text-Relationship; *Reading-Processes
AB: Explores briefly the New Criticism that dominated literature instruction until recently and then provides an overview of reader response theory and how response approaches can be used in the classroom to enhance reading. (NKA)

AN: ED219713
AU: Judy,-Stephen, Ed.
TI: Reading.
CS: Michigan Council of Teachers of English.
PY: 1980
AV: Michigan Council of Teachers of English, P.O. Box 895, Rochester, MI 48063 ($4.50 plus $0.50 postage).
NT: 59 p.; The Michigan Council of Teachers of English is an affiliate of the National Council of Teachers of English.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Classroom-Communication; Critical-Reading; Individualized-Instruction; Literature-; Parent-Participation; Parent-Teacher-Cooperation; Secondary-Education
DE: *Literature-Appreciation; *Reading-Instruction; *Reading-Programs; *Teaching-Methods; *Writing-Instruction
AB: Articles in this monograph reflect the fact that English teachers see reading and literature as closely related. The opening essay, "Reading Is Non-Linear," provides the theoretical base for a comprehensive approach, drawing on current psycholinguistic theory. "Toward Comprehensive Reading Programs in Secondary Schools," reviews current issues and debates in reading instruction and also calls for a program that avoids extremes in both philosophy and pedagogy. The "how-to's" of reading and literature programs are addressed in "Nothing Improves Reading Like Reading; But You've Got to Get Them to Do It First." The article, "The Multidimensional Literature Program," argues that reading/literature teachers must draw on a variety of teaching techniques, not just one or two. Classroom talk is dealt with in "Talk Is Cheap," which further shows how the application of the ideas of William Glasser can contribute to literature lessons. Strategies for constructing individualized reading programs are provided in "Stationing as a Reading Management Technique." A workshop approach to teaching writing that actively engages students in reading is discussed in "Teaching Critical Reading in the Writing Class." The article, "Every Teacher Is a Teacher of Reading," states cogently that teachers in all subject areas must take responsibility for helping their students with reading skills. The final article, "Parent-Teacher Cooperation Pays Off," shows that the concern for reading can extend beyond the schools. (HOD)

AN: EJ358489
AU: Mas,-Carlos-J.-Furio; And-Others
TI: Parallels between Adolescents' Conception of Gases and the

History of Chemistry.
PY: 1987
JN: Journal-of-Chemical-Education; v64 n7 p616-18 Jul 1987
AV: UMI
DE: Cognitive-Processes; Concept-Formation; Foreign-Countries; Learning-Processes; Misconceptions-; Science-Education; Secondary-Education
DE: *Chemistry-; *Conservation-Concept; *Schemata-Cognition; *Science-Instruction; *Secondary-School-Science; *Weight-Mass
AB: Discusses the need to consider students' pre-existing conceptual schemes when teaching chemistry. Reports on a study done in Spain which indicates that the existence of adolescents preconceptions about gases is important to consider when teaching the principles of conservation of substance, mass, and weight. (TW)

AN: EJ364680
AU: McGinley,-William-J.; Denner,-Peter-R.
TI: Story Impressions: A Prereading/writing Activity.
PY: 1987
JN: Journal-of-Reading; v31 n3 p248-53 Dec 1987
AV: UMI
DE: Context-Clues; Reading-Processes; Reading-Research; Reading-Skills; Reading-Strategies; Reading-Writing-Relationship; Secondary-Education; Skill-Development
DE: *Reading-Assignments; *Reading-Instruction; *Schemata-Cognition; *Teaching-Methods
AB: Describes story impressions, a prereading activity that uses story fragments in the form of clue words and phrases to help readers activate schemata by building anticipatory models of the text prior to reading, then allowing the reader to confirm or modify the model as the details of the actual story are encountered. (SKC)

AN: EJ345133
AU: Miall,-David-S.
TI: Authorizing the Reader.
PY: 1986
JN: English-Quarterly; v19 n3 p186-95 Fall 1986
DE: Learning-Theories; Secondary-Education
DE: *English-Instruction; *Learning-Strategies; *Literature-Appreciation; *Protocol-Analysis; *Reader-Response; *Teacher-Role
AB: Argues that in the study of literature, the authority of the text is confounded by the authority of the teacher. Suggests that more effective learning takes place when the authority of both text and teacher is set aside. (FL)

AN: EJ374812

AU: Myers,-Kris-L.
TI: Twenty (Better) Questions.
PY: 1988
JN: English-Journal; v77 n1 p64-65 Jan 1988
AV: UMI
DE: English-Instruction; Reader-Text-Relationship; Secondary-Education; Teaching-Methods
DE: *Reader-Response; *Student-Journals
AB: Describes how reader response journals encourage students to interact with literary works. Presents 20 questions, based on David Bleich's response heuristic, which help guide students' responses. (MM)

AN: EJ291288
AU: Obah,-Thelma-Y.
TI: Prior Knowledge and the Quest for New Knowledge: The Third World Dilemma.
PY: 1983
JN: Journal-of-Reading; v27 n2 p129-33 Nov 1983
AV: UMI
DE: Learning-Theories; Reading-Materials; Secondary-Education
DE: *Cultural-Differences; *Developing-Nations; *Prior-Learning; *Reading-Comprehension; *Reading-Instruction; *Schemata-Cognition
AB: Argues that when students in Third World nations use foreign materials and encounter a culture-concept gap, their teachers need coping mechanisms that help build up the students' store of background knowledge. (FL)

AN: ED247530
AU: Pearson,-P.-David; Tierney,-Robert-J.
TI: On Becoming a Thoughtful Reader: Learning to Read like a Writer. Reading Education Report No. 50.
CS: Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
PY: 1984
NT: 52 p.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Reading-Habits; Secondary-Education
DE: *Language-Processing; *Reading-Comprehension; *Reading-Improvement; *Reading-Research; *Reading-Strategies; *Writing-Processes
AB: Addressing the question of how schools and teachers can foster an advanced level of reading awareness among secondary students, this paper focuses on the similarity in language used to describe recent research on both the composing process and comprehension as acts of constructing meaning. It presents a perspective on the reading/writing relationship, and argues that the thoughtful reader is one who reads as if composing a text for yet another reader who lives within. The paper states that every speech act is an action, and that every speaker and every

listener is trying to get the other one in the discourse to behave in a certain way. It is noted that this perspective implies that knowing why a speaker said something is just as important as knowing what was said, and that this--in conjunction with readers monitoring their own comprehension--indicates that reading should be viewed as an act of composing. In this composing model of reading, the paper argues, there are key authorial roles a thoughtful reader must play: planner, composer, editor, and monitor. It also describes strategies teachers can use in the classroom to promote thoughtfulness to self (a role that encourages students to become better at drawing essential inferences from texts), thoughtfulness to an author, the suspending of judgment, and critical reading. (CRH)

AN: ED240873
AU: Potter,-Jocelyn
TI: Reading for Pleasure with an Intermediate Level of English.
PY: 1983
JN: MEXTESOL-Journal; v7 n4 p9-21 Dec 1983
NT: 14 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Adolescents-; Context-Clues; Cultural-Awareness; Difficulty-Level; Literature-Appreciation; Media-Selection; Reading-Comprehension; Reading-Improvement; Reading-Rate; Secondary-Education; Second-Language-Learning; Student-Motivation; Vocabulary-Development
DE: *English-Second-Language; *Fiction-; *Independent-Reading; *Reading-Instruction; *Reading-Skills; *Recreational-Reading
AB: Intermediate level students of English as a second language reach a critical stage in their language learning after which motivation wanes if no specific attainable goals are offered as encouragement to progress. The ability to enjoy recreational reading can provide those goals, but students must make the transition from dependence on the teacher for reading support to independent reading. The rewards of independent recreational reading include entertainment, greater linguistic competence, increasing confidence in approaching written discourse, and heightened cultural awareness. What is needed is a course in independent reading of fiction. Course units should cover: developing awareness of approaches to the text, creating expectations about a work of fiction, predicting the organization of the text, dealing with unfamiliar lexical items, increasing reading speed, recognizing cohesive links, understanding language in context, understanding a story and responding to it, and selecting the appropriate book to read. (MSE)

AN: EJ365872
AU: Probst,-Robert-E.
TI: ERIC/RCS: Transactional Theory in the Teaching of Literature.
PY: 1988

JN: Journal-of-Reading; v31 n4 p378-81 Jan 1988
AV: UMI
DE: Reader-Text-Relationship; Reading-Research; Secondary-Education; Teaching-Methods
DE: *Literary-Criticism; *Literature-Appreciation
AB: Provides suggestions for using transactional theory, which stresses the importance of interacting with text, in teaching literature at the secondary level. Lists seven principles for teaching that are inherent in transactional theory. (SKC)

AN: EJ327790
AU: Probst,-Robert-E.
TI: Three Relationships in the Teaching of Literature.
PY: 1986
JN: English-Journal; v75 n1 p60-68 Jan 1986
AV: UMI
DE: Cognitive-Processes; Reading-Comprehension; Reading-Processes; Reading-Strategies; Secondary-Education; Teaching-Methods; Theory-Practice-Relationship
DE: *Educational-Theories; *English-Instruction; *Literature-Appreciation; *Reader-Response
AB: Discusses the emerging assumptions of literature and its teaching that knowledge is made and must be remade by each person. Considers the relationships between the reader and the text, the reader and the reader, and the relationship between texts. (EL)

AN: EJ341046
AU: Probst,-Robert-E.
TI: Mom, Wolfgang, and Me: Adolescent Literature, Critical Theory, and the English Classroom.
PY: 1986
JN: English-Journal; v75 n6 p33-39 Oct 1986
AV: UMI
DE: Creative-Thinking; Literary-Criticism; Reader-Text-Relationship; Secondary-Education
DE: *Adolescent-Literature; *English-Instruction; *Reader-Response
AB: Discusses using reader response instead of standard literature interpretation teaching methods for the study of adolescent literature in high schools. Asserts that this method gives authority to the students as reader because they must assume responsibility for understanding the text, themselves, and the world. (SRT)

AN: EJ279357
AU: Sanacore,-Joseph
TI: Improving Reading through Prior Knowledge and Writing.
PY: 1983

JN: Journal-of-Reading; v26 n8 p714-20 May 1983
AV: Reprint: UMI
DE: Schemata-Cognition; Secondary-Education; Teaching-Methods
DE: *Content-Area-Reading; *Prior-Learning; *Reading-Improvement; *Reading-Instruction; *Writing-Composition; *Writing-Exercises
AB: Presents methods to stimulate students to use their background knowledge in reading content area texts. Offers a technique to teach students common text structures by having them write to a model. (FL)

AN: ED240599
AU: Smith,-Eugene
TI: The Literature Classroom as a Community of Interpreters.
PY: [1980]
NT: 20 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Techniques; Literary-Criticism; Peer-Evaluation; Revision-Written-Composition; Secondary-Education
DE: *English-Instruction; *Group-Discussion; *Literature-Appreciation; *Questioning-Techniques; *Reader-Response; *Writing-Exercises
AB: Reflecting the reader-response theory of literature--a theory suggesting that literature is made dynamic through interaction between reader and text--this report presents ways of extending high school students' imaginative grasp of human experience. Using three works--Randall Jarrell's poem, "The Death of the Ball Turret Gunner," Ambrose Bierce' short story, "The Coup de Grace," and Stephen Crane's novel, "The Red Badge of Courage"--this report shows how reading, discussing, and writing on these works can help students connect literary and personal experiences. It suggests that discussion should begin only after the entire work is read and that teacher questions, whether aimed at comprehension or personal reactions, should serve as starters for exploration rather than occasions for testing recall or attentiveness. Furthermore, the report suggests that student writing, from initial draft, to sharing with peers, to final revision, should help students relate experiences in the novel with their own lives. (MM)

AN: EJ313541
AU: Thomson,-Jack
TI: Wolfgang Iser's "The Act of Reading" and the Teaching of Literature.
PY: 1984
JN: English-in-Australia; n70 p18-30 Dec 1984
DE: Cognitive-Processes; English-Instruction; Literary-Devices; Reading-Processes; Secondary-Education; Student-Reaction
DE: *Educational-Theories; *Literary-Criticism; *Literature-Appreciation; *Reader-Response; *Reading-Strategies; *Teaching-Methods

AB: Argues that when involving students in activities that require them to explore texts creatively, teachers should also make them inquire into their own reading processes--especially since the reading of literature helps the students to become aware of their own intellectual process if attention is focused on them reflexively. (HOD)

AN: EJ341053
AU: Wallace,-Barry
TI: Why I Teach Literature (Less) and Get More Out of It.
PY: 1986
JN: English-Journal; v75 n6 p69-70 Oct 1986
AV: UMI
DE: Literacy-; Literary-Criticism; Literary-Genres; Science-Fiction; Secondary-Education; Small-Group-Instruction
DE: *English-Instruction; *Group-Activities; *Group-Discussion; *Reader-Response; *Reader-Text-Relationship; *Reading-Material-Selection
AB: Relates the experience of a teacher who discovered that students enjoy studying literature if they are allowed to experience it rather than analyze it. Contends that the effort to teach books at the secondary level using literary criticism is a misguided response to a national literacy crisis. (SRT)

AN: ED264569
AU: Wrobleski,-Diane
TI: Finding a Meaning: Reading, Writing, Thinking Applications: Double-Entry Notebooks, Literature Logs, Process Journals.
PY: 1985
NT: 14 p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Expository-Writing; Secondary-Education; Writing-Composition
DE: *English-Instruction; *Language-Processing; *Literature-Appreciation; *Reading-Writing-Relationship; *Writing-Instruction; *Writing-Processes
AB: Three different ways of integrating writing and thinking into the classroom are using double-entry notebooks, literature logs, and process journals. In a double-entry notebook, the writer takes notes on the reading, collects direct quotations, makes observational notes, and writes fragments, lists, and images on the left side of the notebook. On the facing page, the student writer takes notes about the notes, summaries, formulations, aphorisms, editorial suggestions, and revisions, and comments on the comments. Useful for most subject areas, the double-entry notebook helps students interact with the text and decide on the meaning it holds for them. Literature logs focus on finding meaning in novels, short stories, poems, and plays, as well as represent the interaction of the reader with the text. The

process journal bridges the gap between reading and writing and enables writers to gain insight into their own method of writing by telling what has happened so far in a particular piece and planning what to do next. (Appendixes contain sample entries from a double-entry notebook, a literature log, and a process journal.) (EL)

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